

# KS2 Reading Parents' Evening

# Why is reading important?

“The more you **read**  
the more **things** you know.

The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss

# Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



*10<sup>th</sup> percentile*

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

# Principles of phonics

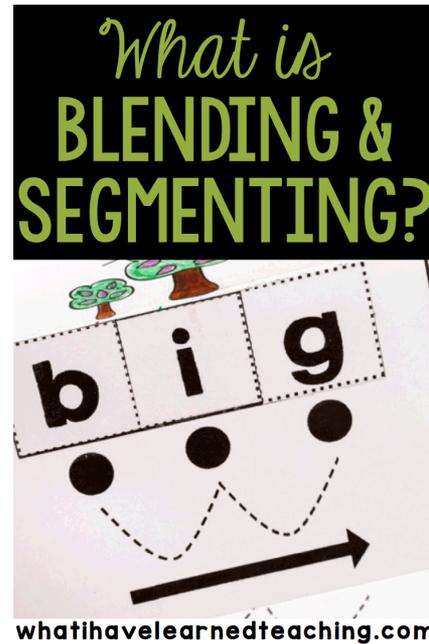
- ▶ Sounds / phonemes represented by letters / graphemes
  - ▶ A phoneme can be represented by one or more letters (sh, th, ee)
  - ▶ The same phoneme can be represented in more than one way (e.g. rain, may, lake)
  - ▶ The same spelling may have more than one sound (e.g. mean, deaf)
- 

# How to help with phonics

- ▶ All reading books we send home at the earlier stages of reading are mostly phonetically regular (apart from some tricky words we just need to know e.g. the).
  - ▶ Always encourage your child to sound out a word and if they are struggling it might help to remind them of the sound e.g. if an o and an a are together it makes an oa sound like in goat. Then let them have another attempt.
- 

# Helping your child to segment and blend.

- ▶ Top Tips



# National Curriculum 2014

- ▶ “All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.”



# Tips for listening to your child read

- ▶ Set aside some time and find somewhere without distractions.
- ▶ Ask your child to choose a book or to get their school reading book out.
- ▶ Sit close together
- ▶ Point to the pictures
- ▶ Encourage your child to talk about the book
- ▶ Read widely!



# Comprehension



There are two strands to being a good reader:

- ▶ To be able to read fluently
  - ▶ To be able to understand and discuss a book (comprehension skills)
  - ▶ A skill for life is to not only decode words but to be able to make sense of it.
- 
- ▶ These are exactly the skills that children need to learn.



## Predict

I will think what the chapter is about.

I will think what might happen next.

I can:

- Use the title
- Use the headings
- Use the illustrations
- Use what I already know
- Use what I have already read.

The last chapter ...

In the last part... but ...

In the next paragraph ...

The headings tell me ...

I will read the text to check my predictions.

I can change my predictions as the author gives me more information.



## Clarify

I will write down the words or phrases I do not understand. I will find out what they mean.

I can:

- Stop and think what the author wants to tell me
- Re-read or read on to find clues
- Picture it in my mind
- Think about what I already know
- Make sure I am using the punctuation. , ? ! " " .
- Read faster or slower
- Look for the base word
- Try another word which makes sense
- Use a dictionary

## Question

I will ask questions to help me understand what I have read.

I will think of questions while I am reading the text.

- What ...? When ...?
- Where ...? Who ...?
- Why is ... important?
- Why did ... do that?
- What are the differences between ...?
- What would you do?
- What do you think about...?
- What are the reasons for...?
- Is ... fact or fiction? How do you know?
- How do you feel about the character?
- What part was most interesting? Why?
- How is the author making us feel excited/scared ...?



## Summarise

I will identify the main idea in the text.

I will say what the page is about in two sentences.

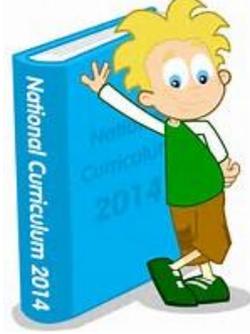
I will leave out the small details. I will use headings, titles, and the topic sentence.

I can say things like:

- This page is about ...
- The main point of this paragraph is
- The main idea is ...
- The next idea is ...
- The most important information is ...
- In this part of the story ...
- The author is telling me
- The author wants us to think

.....

# Year 6 Working at the Expected Standard



- ▶ Read age-appropriate books with confidence and fluency (including whole novels)
- ▶ Read aloud with intonation that shows understanding
- ▶ Work out the meaning of words from the context
- ▶ Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- ▶ Predict what might happen from details stated and implied
- ▶ Retrieve information from non-fiction
- ▶ Summarise main ideas, identifying key details and using quotations for illustration
- ▶ Evaluate how authors use language, including figurative language, considering the impact on the reader
- ▶ Make comparisons within and across books.

# Year 6 SATS



- ▶ 1 hour
- ▶ 3 texts
- ▶ Separate answer booklet
- ▶ Looks at retrieval, inference, author's use of language, words and their meaning, use of punctuation

# Year 6 SATS

1

Look at the paragraph beginning: *Glancing nervously...*

**Find** and **copy one** word meaning relatives from long ago.

\_\_\_\_\_

1 mark

5

*...they crossed the glassy surface of the lake.*

Give **two** impressions this gives you of the water.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

# Year 6 SATS

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

2 marks

# KS2 Bug Club



- ▶ Online reading scheme
- ▶ Wide range of books available at different levels
- ▶ Children are assigned books by their teacher
- ▶ Helps build comprehension skills
- ▶ Children earn online rewards for reading
- ▶ Children can access at home (tablets, laptops, smart phones)
- ▶ Teachers can monitor how often it is being accessed, what books are being read and how the children answered the questions

# Example of KS2 Grey book-band

## Meet the Author

### Have you always been a writer?

I have had a few other jobs as well as being a writer. The strangest one was probably when I was rock climbing in the daytime and working in a hospital laundry at night. Pulling sheets out of the giant washing machines really built up my arm strength. But the darkness, steam and, um, unusual smells made it a bit unpleasant!

### Do you have a special place where you like to write?

These days I can work anywhere. Sometimes I work in a little office at the top of my house and sometimes in the back seat of my VW camper van! I nearly always have my dog, Daisy, lying on my feet, keeping them warm!

### How do you relax at the end of the day?

After work I swim, ride my bike, go surfing or play the ukulele. (What do you mean that's not a proper instrument for a grown up? Says who?) One of my favourite places is Gwerner beach in West Penwith, Cornwall. If you are swept out to sea here, the next stop is America!



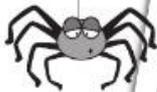
Paul Mason

## Book tips

**Fast facts:** You'll be surprised by some of the fast facts in this book. In fact you won't be able to forget them! And that's good. Tell these facts to as many people as you can. Then you'll persuade more people to help you to save the planet.

**Index:** Are you looking for something in particular? Maybe you want to know about waste, water or keeping warm? Then turn to the index on page 32. It tells you exactly where things are.

**Arrows:** Follow these. They'll lead you to similar activities.



## Ways to Save the Planet Before Bedtime

Paul Mason

## CONTENTS

Sending Out an S.O.S	2
Watch Out For Flying Tomatoes	4
Sprinkle Worm Wee on Your Food	6
Eat Less Cow!	8
Make Friends With a Spider	10
Wear Fewer Clothes	12
Make Your Granny Happy	14
Don't Be a Standby Sucker	16
Waste Not, Want Not	18
Make a Monstrous Sock	20
See the World by Bike!	22
Love a Library	24
Get Toilet Trained	26
Be a Role Model	28
Think Differently	30
Glossary and Index	32

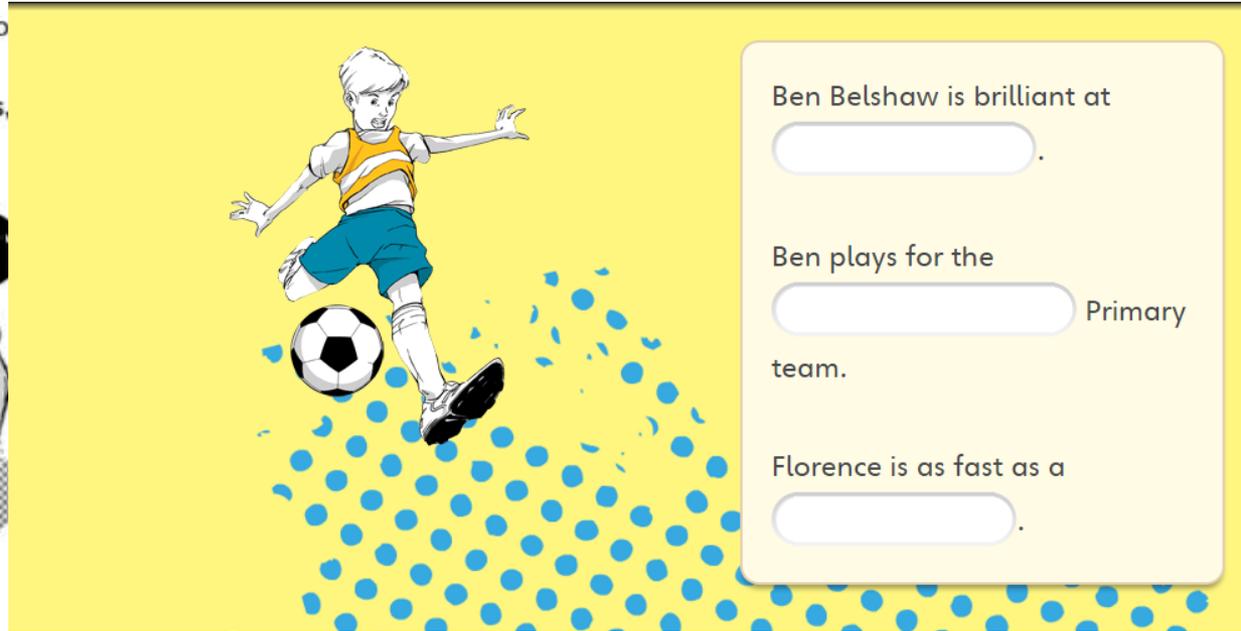


# Bug Points

Type in the missing words to complete these sentences, using capital letters where necessary.

Refer back to the book if you need to.

minute the other, having dribbled the ball all the way as if it were glued to her boot. (Unlike me, Ethan Brown. Whatever I've got on my feet – boots, astros or trainers – footballs seem to run the other way.)



Ben Belshaw is brilliant at

Ben plays for the

 Primary

team.

Florence is as fast as a

But anyway, here's the bad news. Apart from Ben and Florence, there was no one else in Hollyfield Primary's team – our team – who could play for toffee. Zip. Zero. Nobody.



Why has the author written these words in bold print?

Click on one answer.

Burning **fossil fuels**  
like coal and oil  
releases **greenhouse**  
**gases**.

To show that the words appear on the  
contents page

To show that you say the words in a  
different voice

To show that someone is talking

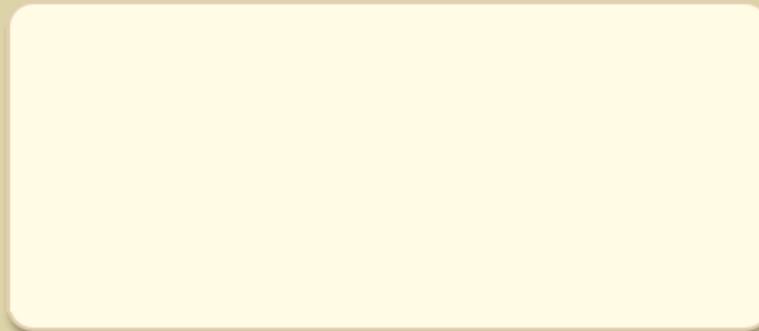
To show that the words are explained in the  
glossary

Would you like to be a storyboarder?

Select 'Yes' or 'No' and explain your answer.

Yes

No



# Bug points = prizes



# Monitoring

The screenshot displays the Bug Club website interface, specifically the 'Class management' section for class 1A. The page features a navigation bar with 'Home', 'My Class', 'Phonics Bug Teaching Tools', 'Help', and 'School Admin'. Below the navigation, there are tabs for 'Reporting' and 'Class management'. The main content area shows a table with the following columns: Pupil, Group, Current, Waiting, Last viewed, Date, Level, Quizzes, and Done. The table lists 10 students with their respective group, current level, waiting time, last viewed content, date, and level. The 'Quizzes' column shows progress for various quizzes (AF1, AF2, AF3, AF4, AF5, AF6). The 'Done' column shows smiley face icons representing completion status. Blue arrows point to specific data points: one points to the 'Waiting' column for Ash Caroline, another points to the 'Level' column for Ash Caroline, a third points to the 'Done' column for Morley Felicity, and a fourth points to the 'Done' column for Drongo Natasha.

Pupil	Group	Current	Waiting	Last viewed	Date	Level	Quizzes	Done
Ash, Caroline	Yellow	5	0	What a mess!	01/06/10	Yellow B	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Bentley, Thomas	Yellow	2	0	This is my Pet	30/05/10	Yellow B	AF1 AF3 AF2 AF3 AF3	
Brixham, Samantha	Blue	4	0	The Mermaids Visit the Vet	31/05/10	Blue B	AF1 AF2 AF2 AF3 AF3 AF3	😊
Drongo, Natasha	Green	5	5	Slow and Sticky	01/06/10	Green A	AF2 AF1 AF2 AF3 AF4 AF5	😞
Freeman, Oliver	Green	3	0	Silly Jack and the Bearsteak	30/05/10	Green A	AF1 AF3 AF2	
Harrison, Benjamin	Blue	1	0	The Blue Race	01/06/10	Blue A	<input type="checkbox"/> AF3 AF3	
Jamal, Prata	Green	4	0	Silly, Silly Jack	29/05/10	Green C	AF1 AF3 AF2 AF3 AF3	
Morley, Felicity	Yellow	5	4	Too Many Jobs!	31/05/10	Yellow C	AF1 AF2 AF2 AF4 AF5 AF6	😊
Patel, Preya	Orange	5	10	Play the Guitar	30/05/10	Blue C	AF2 AF3 AF2 AF3	

Accessibility Terms & Conditions Privacy Policy eTrust Contact Us © Pearson Education Ltd 2010

# Literacy Toolbox Online

## Hot Reading

- ▶ Online reading scheme
  - ▶ Wide range of books available at different levels
  - ▶ Helps build reading stamina
  - ▶ Helps build up children's fluency
- 

# Step 1 – choose a book

Back

Osboldwick Primary School : Emma



## Library 300

- Level one
- Level two
- Level three
- Level four
- Level five
- Level six

- 1. Anglers
- 2. Trains
- 3. The Planets
- 4. Skateboarder
- 5. Snakes
- 6. Sea Creatures
- 7. UFO
- 8. World Facts
- 9. Pirates
- 10. Coarse Fishing
- 11. Andromeda

- 101. Adding Me Up
- 102. Insects
- 103. Living Room
- 104. Rabbie Henspeckle
- 105. News
- 106. Left Handed
- 107. Jack and the Beanstalk
- 108. The Bird Table
- 109. Chemicals
- 110. About Castles
- 111. Pressure

- 201. Polar Bears
- 202. Italy
- 203. Snowqueen
- 204. The Earth 1.
- 205. Booby Bear
- 206. Little Match Girl
- 207. London
- 208. Rockets
- 209. Little Tin Soldier
- 210. Scotland
- 211. Car and Us

## STEP 2: begin reading through once

Osbaldwick Primary School : Emma Sm

# London



**Perhaps** the most famous sight in London and possibly even in the world is Big Ben which towers over the Houses of Parliament in the part of the city called Westminster. The clock is not called Big Ben. The name Big Ben does refer to the thirteen and a half ton bell which strikes the hours. The sound of Big Ben is known to people all over the world.

Press space bar after reading out loud each word

If they come to a word they can't read, press any other key and it will read it for them

# Step 3:

- ▶ Re-read to build fluency
  - ▶ It goes through the text again, highlighting it for you at an appropriate speed
  - ▶ Any words that you didn't know are read out loud for you
- 

# Literacy Toolbox On-line

<http://www.perceptualliteracy.com/>



Launch The  
Literacy Toolbox

Free

## The Literacy Toolbox On-line

Pedagogy School IT Setup

The Toolbox

Try it Now

For Parents

Our Success

About Us

Free Home Version

### Free Home Version

Introduction

Who should use it?

Philosophy and Principles

Using the Toolbox

What changes will I see?

Register for the home version

### Free Home Version

The Literacy Toolbox home version is a cut-down version of the Toolbox designed for use at home by students with reading deficits.

The home version is completely free and contains no adverts or other commercialization mechanism. The free home version contains only one component (the assisted reading component) of the school version and is limited to 5 exercises a day.

### Start using it now

In order to use the home version all you have to do is register with us. Registration is, of course, free. All we need is your email address which we promise we will not give to anyone else.

Click [here](#) to register.

Email  
Address

# Registration was succesful.

Your access code is...

WKMKEMTY

Write your access code down, you will need it to login.

## URL

The URL for the LiteracyToolbox web application is

<http://PerceptualLiteracy.com/app>

Launch the Toolbox



# Activities

*"A good bookshop is just a genteel Black Hole that knows how to read." - Terry Pratchett*



## Library 300

300 graded titles accessible to children of all ages and at all levels of reading ability without adult intervention or supervision.



## Jumpstart

A reading course for children age 5 to 7 who still have blending and fluency issues. Exercises completed without adult intervention.



## Reading Starter

An initial reading course for children age 4 to 6 which fosters reading fluency and sight vocabulary extension.